



## **School District Responsibilities – Supplemental Educational Services (SES)**

### Communication with Parents

- The school formulates procedures and processes for provider meetings, parent meetings, parent education, provider reporting, goal-setting sessions, and other components of the program.
- The school will determine which students should receive services, if not all students can be served (contact the Office of Federal Title Programs for more information on how this determination must be made).
- The school will ensure that eligible students with disabilities and LEP students receive appropriate services.
- The school will give parents notification of the services that are available to their children.
  - ❑ Timelines and deadlines will be set for parents to respond in writing whether or not they want to receive supplemental services for their children.
  - ❑ Notification must be sent and completed annually and must include the following:
    - Availability of SES
    - The list of state-approved providers
  - ❑ Help parents choose a provider, if requested.
- The school will prominently display on its website: (a) beginning with data from the 2007-2008 school year and for each subsequent year, the number of students who were eligible for and the number of students who participated in SES; and (b) for the current school year, the list of providers approved by the SEA to serve in the LEA and the locations where services are provided.

### Formal Agreement

- Schools must have an official written agreement with every provider selected by parents of eligible students. The agreement must include the following:
  - ❑ A statement of specific achievement goals for each student based upon their specific educational needs, developed in consultation with the student's parents.
  - ❑ A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress.
  - ❑ A timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's IEP.
  - ❑ The amount of instructional time to be provided.
  - ❑ The location where services will be provided.
  - ❑ The means of transporting students to the place of instruction if the services will be provided in a location other than the student's school.
  - ❑ A description of how the student's parents, teacher(s), and school district will be regularly informed of the student's progress in the supplemental services program.
  - ❑ Provisions for the termination of the agreement if the provider fails to meet student progress goals and timetables.

- ❑ Provisions with respect to the making of payments to the provider by the school district, which may include provisions addressing missed sessions.
- ❑ An assurance from the provider that the identity of any student eligible for or receiving SES will not be disclosed without the written permission of the parents of the student.
- ❑ An assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.

#### Background Checks

- The school ensures that all staff members employed by providers have been processed through a criminal background check. It is the SES provider's responsibility to conduct background checks.

#### Facility Use

- The school arranges with providers for district facility use, dependent upon school policy.

#### Billing Requirements

- Each year the North Dakota Department of Public Instruction (NDDPI) will determine the per-pupil funding cap and approximate number of students that can receive SES using the following formulas:

Total Funds Available for SES		
Total District Title I Part A Allocation =	\$	
X 20%		X .20
<b>Total funds available for SES</b>	<b>=</b>	<b>\$</b>

Per-Pupil Funding Cap for SES		
Total District Title I Part A Allocation =	\$	
÷ Number of free and reduced students or census poverty students:	÷	
<b>Per-pupil funding cap for SES</b>	<b>=</b>	<b>\$</b>

Number of Students That Can Be Served		
Total funds available for SES =	\$	
÷ Per-pupil amount:	÷	
<b>Estimated number of students the school is able to serve with SES</b>	<b>=</b>	

The statute sets the per-pupil cost for SES at the lesser of an LEA's per-pupil allocation under Part A of Title I (determined as described in K-17) or actual cost of the services. The per-child allocation of Title I funds to LEAs varies widely across the nation, ranging from roughly \$900 to \$2,400. **Any excess costs to provide SES, including additional tutoring hours not covered in the LEA's agreement with the provider, must be absorbed by the provider. The exception would be if the LEA decides to spend a per-pupil amount higher than the per-pupil cap and includes this higher per-pupil amount in the provider's contract. In this case, the LEA could use Title I, Part A funds or other sources to cover the costs in excess of the per-pupil cap. LEA agreements with providers must indicate that the per-pupil cost for SES will not exceed the approved per-pupil cap or state the funding source that will cover the costs in excess of the per-pupil cap.**

- The school works with the district business office to disburse payments to the providers upon receipt of required participation documentation.
- The law establishes a joint funding mechanism for choice-related transportation (year one and beyond of program improvement identification) and tutoring costs for SES. Unless a lesser amount is needed to

meet demand for choice-related transportation and to satisfy all requests for supplemental educational services, an LEA must spend an amount equal to 20 percent of its Title I Part A allocation, before any reservations, on: (1) choice-related transportation; (2) supplemental educational services; or (3) a combination of (1) and (2). A district is permitted to count of a portion of its costs for parent outreach and assistance (up to an amount equal to 0.2 percent of its Title I Part A allocation) toward meeting its 20 percent obligation.

- All school districts with schools identified for program improvement must make funds available for SES for each child who is identified as eligible for services. Eligible students are all students from low income families who attend Title I schools that are in their second year of program improvement, in corrective action, or in restructuring.
- Districts are NOT required to provide transportation to SES programs offered away from the school location. If a school chooses to fund transportation costs, this would be an allowable use of Title I funds. However, the amount spent on transportation may NOT be counted toward satisfying the district's obligation to spend up to an amount equal to 20% of its Title I Part A allocation on choice-related transportation and tutoring costs for SES.

#### Evaluation

- The school defines and implements an evaluation of program effectiveness by monitoring the SES program and the progress of students.

#### Progress Reports

- The school will determine which teacher/staff members will meet with parents and providers to set up learning goals and sign for the school on reports.

#### Confidentiality

- The school must ensure that the public identity of any student who is eligible for or who receives services is not disclosed without the written permission of the parents of the student.

#### Reporting

- The school must provide information to the Office of Federal Title Programs to monitor the quality and effectiveness of the services offered by providers.
- The school must submit all required reports to the NDDPI on a timely basis.